

# What can we learn from the research?

- There is NO compelling body of evidence that says that heterogeneous well-taught classrooms cannot produce the same or better achievement for ALL.
- There is NO compelling body of evidence that grouping, tracking, separating produces high levels of achievement for ALL.

# New Important Data

(Cosier, 2009)

- In looking at thousands of students across hundreds of districts
- Amount of time an individual student spends in general education relates directly to the individual student's achievement
- When controlling for race and SES
- Across all types of disabilities....

**The more time in general education, the higher the achievement!!!**

# Access/Inclusion = Academically More Effective for Students with Disabilities

50 studies showed more positive academic learning in inclusive settings - Carlberb and Kavale, Brinker and Thorpe, 1984; Freeman and Alkin, 2000; Hunt, Goetz and Anderson, 1986; Wang and Baker, 1986; Cole and Meyer, 1991; Giangreco, Dennis, Cloninger, Edelman and Schattman, 1993; National Center for Educational Restructuring and Inclusion, 1995; Ryndak, Downing, Jacqueline and Morrison, 1995

More IEP Goals met in Inclusive Environments - Brinker and Thorpe, 1984; Hunt, Gomez and Anderson, 1986

11 Studies showed more positive academic learning in inclusive settings - Wang and Baker, 1986

13 Studies more positive academic learning - Baker, 1994

Students with mild LD greater reading gains, similar gains in math - Weldron and McLeskey, 1998

Students with severe LD equal progress in either setting - Weldron and McLesky, 1998

Review of studies, students with cognitive disabilities had higher academic performance in social skills - Freeman and Alkin, 2000

Students with moderate to severe disabilities, achievement is enhanced or at least equivalent - Cole and Meyer, 1991; Giangreco, Dennis, Cloninger, Edelman and Schattman, 1993; National Center for Educational Restructuring and Inclusion, 1995; Ryndak, Downing, Jacqueline and Morrison, 1995; Saint-Laurant and Lessard, 1991

Students with mild disabilities make better achievement gains - Banerji and Daily, 1995; Deno, Maruyama, Espin and Cohen, 1990; Fishbaugh and Gum, 1994; Jenkins, Jecueir, Leicester, O'Connor, Jenkins and Touner, 1994; National Center for Education Restructuring and Inclusion, 1995

# Access/Inclusion has benefits for ALL students

- Academically same or better for students WITHOUT disabilities

(Fishbaugh & Gunn, 1994;  
Hunt, Staub, Alwell & Goetz, 1994;  
Odom, Deklyen, & Jenkins, 1984;  
Saint Laurent, Glasson, Royer, Simard & Pieraund, 1998;  
Scruggs & Mastropieri, 1994;  
Shape, York & Knight, 1994;  
Wang & Birch, 1984;  
Hollowood, Salisbury, Rainforth & Palombaro 1995;  
Mcintosh, Vaugh, Schumm, Haager & Lee, 1993;  
Peck, Carlson & Helmsttetter, 1992;  
Pugach & Wesson, 1995;  
Bilken, Corrigan, & Quick, 1989;  
Salisbury, Palombaro & Hollowood, 1993)